



# Hayden High School

Hayden-Winkelman Unified District

824 Thorne Avenue, Winkelman, AZ 85292

Mailing Address: P.O. Box 409, Winkelman, AZ 85292-0409

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. David M. Verdugo

**Schedule:** 7:30 AM to 3:40 PM

**Web Address:** [hwnetsvr.hwusd.k12.az.us/hhsweb/index.htm](http://hwnetsvr.hwusd.k12.az.us/hhsweb/index.htm)

**E-mail:** [verdugod@hwnetsvr.hwusd.k12.az.us](mailto:verdugod@hwnetsvr.hwusd.k12.az.us)

**Grades:** 9-12

**2001 Enrollment:** 134

**Phone:** (520) 356-7876 x 1001

**Fax:** (520) 356-7303

## ▼ School Overview ▼

### Mission

It is the intention and purpose to provide students with opportunities to gain the best possible education and master the essential skills. A further goal is to provide a comprehensive instructional program that reflects current thought and knowledge. Tantamount to the importance of the learning process is our belief of a safe, well-disciplined, learning environment that helps students meet their goals and pursue their own interests.

### Organization and Philosophy

- w Departmentalized Classrooms
- w Traditional
- w Computer-based Curriculum
- w Tech Prep Program

### School/Academic Goals

- w Measurably improve district student test scores in reading, writing and mathematics. Vocational Education transition.
- w School-to-work transition.

### Instructional Programs

- w Computer Lab
- w Writing Center
- w Educational Satellite
- w Multimedia Capabilites
- w State-of-the-Art Media Center
- w On-site Special Education
- w School-to-Work
- w Full-day Kindergarten

- w Enrich and realize curriculum in accordance with university admission requirements.
- w Align curriculum with the Arizona Academic Standards.

### Enrollment

October 1, 2000 School Year Student Enrollment:	140
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	134

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

4 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 1 Community Member(s)  
 1 Student(s)

### Council Duties

w Curriculum Development  
 w Parent/Educator Relations  
 w Student Discipline  
 w School Safety Issues  
 w Promotion/Retention Issues  
 w Textbook Selection

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	2.00	Teacher Aide	3.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	1	0	0	0
10 or more years	6	3	0	0

## ▽ Shared Responsibilities ▽

### School

The school will provide each parent and student with respective handbooks containing rules and regulations of the school. Teachers will contact parents when their children are working significantly below their abilities. Formal parent-teacher conferences are scheduled for November. Students will be able to learn and develop in an atmosphere which is clean and safe. Discipline standards will be maintained so that class instruction is relatively free of distractions.

### Parents

Parents should notify the school office before 8:00 A.M. each day their child is absent. The reason for the absence should be specifically stated. Notify the school in writing if a child is going home in a manner different from usual. Please contact the child's teacher to arrange to pick up missed work. Parents are expected to see that their children do not come to school hungry or overly tired. Parents are encouraged to help in the classroom and to attend parent-teacher conferences.

## ▽ Transportation Policy ▽

Students who reside more than one mile from the school or who live one mile and do not have a safe walking route to school may be transported from established bus stops. Riding the bus is a privilege contingent on students obeying the established bus safety rules and procedures.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/20/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/24/01	1/9/02	3/27/02	5/23/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W IBM Computer Lab	W HS Writing Center
W 4-6 Computers per Classroom	W State-of-the-Art Media Center

### Extracurricular Activities

W Future Business Leaders of America	W Spanish Club
W Athletic Club	W National Honor Society
W Curriculum Program	W Junior Chambers
W Student Council	

### School/Community Resources

W Breakfast Program	W Lunch Program
W Counseling Services	W Crisis Intervention
W Prenatal/Parenting Assistance	W DES Services
W Health Services	W Summer Recreation

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- w Bank One Scholar Athlete Awards Girls Basketball Team.
- w AIA Scholastic Award Girls Volleyball, Girls Basketball and Girls Softball.
- w High School Girls Softball State Champions 2000.  
High School Girls Softball State Champions Runner-up 2001.

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	88.8 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	11.1 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	4.0 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	92.9 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	7.1 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	11.5 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	4.2 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Project Prime School	1993
Project Prime School	1994
Project Prime School	1995
Project Prime School	1996

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	16	495	18%	25%	56%	0%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	19	453	21%	68%	11%	0%	37%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	16	451	88%	13%	0%	0%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>9</b>	Reading	85	23	43	100	24	44	100	33	43	85	25	43	93	22	43
	Language	85	20	37	100	20	39	100	24	39	88	21	40	93	20	41
	Mathematics	87	30	54	100	29	57	100	32	57	88	32	59	93	40	61
<b>10</b>	Reading	100	20	42	90	25	42	100	16	42	82	28	42	--	--	--
	Language	100	21	43	90	27	43	100	19	44	82	35	44	--	--	--
	Mathematics	100	24	46	90	28	47	100	20	49	79	27	50	--	--	--
<b>11</b>	Reading	85	29	46	95	29	46	100	26	44	100	15	45	--	--	--
	Language	85	28	42	95	33	43	100	26	42	100	15	44	--	--	--
	Mathematics	85	31	49	95	30	51	100	20	52	100	20	55	--	--	--

## ▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Hayden High School, with the help of administrators, teachers, local law enforcement, county officials and fire department officials, has developed a Crisis Management Plan. The plan includes emergency evacuation of school buildings and grounds. A lock-down procedure was made to protect students and teachers from intruders. The high school has a closed campus policy, which requires any visitor to check into the office for a pass. The school district is a drug-free school zone.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,293	\$471,448
Classroom Supplies	\$64	\$9,122
Administration	\$1,130	\$161,746
Support Services-Students	\$544	\$77,920
Other Support Services and Operations	\$1,799	\$257,652
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$6,830</b>	<b>\$977,888</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$28,455.17 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	David O. Lagunas	(520) 356-7876	1310
<b>Transportation Policy</b>	Filiberto Borquez	(520) 356-7876	1520
<b>Community Resources</b>	David M. Verdugo	(520) 356-7876	1001
<b>School Nutrition Programs</b>	Barbara Martinez	(520) 356-7876	2602
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Jane Woodruff	(520) 356-7876	2301

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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